

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Red Bluff Joint Union High School District	Todd Brose Superintendent	tbrose@rbhsd.org 530.529.8700

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

SCHOOL AND COMMUNITY DESCRIPTION

The Red Bluff Joint Union High School District is located in Northern California, 120 miles north of Sacramento on the I-5 corridor. The 157-acre campus serves the city of Red Bluff, with a population of about 13,300 residents, in addition to the many surrounding rural communities. The primary occupations of our residents are related to agriculture, recreation, service industries, and health care. As the only comprehensive high school in the 2600 square mile district, we serve a diverse social, economic, and ethnic enrollment of about 1,750 students in grades 9, 10, 11, and 12. The district consists of two schools, Red Bluff Union High School and Salisbury High School. Salisbury High School serves as the district's continuation high school. Six different associate districts send us students that extend as far as the small mountain town of Manton to the east to the even smaller community of Platina to the west. Because our district boundaries are so spread out, many of our students spend hours each day on a school bus. The nearest community college is Shasta College located in Redding, and the nearest state university is California State University, Chico. Because we are fairly isolated, the school often serves as the social and cultural hub of the community, with many students and adults participating in school functions. The demographics of the district indicates a great deal of diversity. Currently, 67% the student population is considered in low socioeconomic status. The Hispanic equity group makes up 34% of the student population with 6% considered English Learners. Red Bluff Joint Union High School District is a well-established high school that has enjoyed over 120 years of interactive relationships with our community. Shared decision-making and interest based bargaining are standard operating procedures which creates tremendous buy-in and cohesion throughout the school and community. These traits are the cornerstones of a positive school atmosphere that encourages implementing new ideas, risk-taking, and meaningful change. In addition, all stakeholders are given the opportunity to be empowered, respected, and listened to helping to create an environment that is people friendly and is greatly appreciated by most of our stakeholders.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The district has been known for its strong Career Technical Education Program (CTE). All students are required to take a two-year CTE sequence of courses in order to graduate. This requirement, coupled with the district's move to increase dual enrolled courses has resulted in a strong College and Career Readiness indicator on the California School Dashboard. For the past three years, emphasis has been placed on a restorative justice program in order to provide alternatives to suspension for our students. The program helps students understand the effects of their actions on others and themselves. This program analyzes referral and suspension data to measure the progress. In the last three years the suspension rate for all student populations have decreased. Furthermore, the recidivism rate is very low. The program consists of an after school class, peer court, and Saturday school. The District continues to expand its Dual Enrollment course offerings. Local data shows an increase in the number of students enrolled in these courses. In addition to the Dual Enrolled courses, students in the 2020-2021 school year performed better on the Advanced Placement tests.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing the Dashboard and analyzing local data, the district's graduation rate remains strong at 90%. Though the district increased the rate among students with disabilities by 11%, it still is lower than all other students groups. The district is increasing it's staffing to offer more co-teaching to provide supports for students with disabilities. Furthermore, the district is offering both a summer school and extended school year program for all students and students with disabilities to provide opportunities for credit recovery. Due to the pandemic, the CAASPP testing was not completed in 2020. However, the results from the previous year shows that the district is performing low in mathematics and language arts in all student populations, especially for students with disabilities and English Learners. Along with increasing co-teaching, the district has invested in a benchmark assessment for all students and intervention programs for Reading. The percentage of students completing A-G requirements has not increased in the last three years. Of course, last year, the pandemic had a negative impact on the learning of our students. That said, this is an area of focus for the district for all student groups.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The COVID-19 pandemic has presented multiple challenges to public education. Red Bluff Joint Union High School District was one of the few districts that was able to provide in-person instruction the entire 2020-2021 school year. That said, the emotional toll on students that resulted from the pandemic has greatly impacted the learning loss and recovery of our students. The contents of this LCAP is a direct reflection on that toll. The plan calls for substantial resources to provide Social Emotional Learning (SEL) instruction to students and staff. Furthermore, the district recognizes the need for diversity, equity, and inclusion (DEI) among students and staff. A new stakeholder group was identified last year to assist in improving in this area. The Red Bluff Alums for Justice has worked with the district to help design a long-

term plan focused on improving DEI. Surveys done with students and staff demonstrate indicated that students and staff feel they are a part of a diverse setting, however, there needs to be more discussion in classrooms about equity, race, diversity and culture. This plan commits to a 3-year professional development plan that involves building staff leaders around these important topics.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

A number of stakeholder meetings were held to review the progress of the previous LCAP and the current Local Continuity and Attendance Plan. The meetings also included analyzing local data and to determine goals, metrics, and actions to support the 2021-2023 LCAP. Stakeholder groups and dates met include:

RBHS School Site Council: 03/09/2021; 05/11/2021

SHS Parent Group: 04/14/2021

District English Learner Advisory Committee (DELAC): 04/13/2021

RBHS Department Chairs: 05/15/2021

SHS Staff: 04/16/2021

Red Bluff Union High School Teachers Association: 02/02/2021; 02/11/2021; 05/12/2021; 05/18/2021

California School Employees Association: 02/22/2021; 05/17/2021; 05/21/2021

Red Bluff Alums for Justice: 02/03/2021; 03/17/2021; 04/14/2021; 04/27/2021

Students with Disabilities Parents: 03/30/2021

Summer School Committee: 03/09/2021; 03/17/2021; 03/31/2021

The content of the meetings included: review of previous LCAP goals; review of metrics; review of Local Continuity Plan for 2021-2022; proposed goals for the 2021-2024 LCAP; review of proposed metrics and actions for the 2021-2024 LCAP. The meetings solicited input from each organization regarding the progress and lack of progress the district is making towards the goals in the LCAP. Administration worked with all stakeholders in analyzing the input as it developed the draft LCAP for consideration.

A summary of the feedback provided by specific stakeholder groups.

The COVID-19 Pandemic has had a profound impact on student learning in all areas. This includes the social and emotional well-being of our staff and students. Parents numerous stakeholder groups were concerned about the well-being of their own children due to the pandemic, the lack of in-person instruction ending the 2020-2021 school year, and the consequences of not being able to engage with peers. Parent feedback also included a transition program for incoming 9th graders. When discussing with stakeholders, it is quite evident that there needs to be an intense focus on providing the support for learning recovery. This includes support for credit deficient students, students with social and emotional needs, and support for all students and staff in regards to diversity, equity, and inclusion. All students are in need of these supports. Students with Disabilities, socioeconomically disadvantaged students, and black and indigenous people of color students (BIPOC) are experiencing learning loss at an increased rate. Results from student surveys regarding diversity, equity, and inclusion indicate that students feel part of a diverse culture; however, they would like to see more opportunities to discuss topics such as anti-racism, inclusion, and cultural awareness. All stakeholders agree that a comprehensive support system will need to be implemented to accelerate the learning recovery for students. This partnership resulted in developing a plan to assess current students feelings about diversity, equity, and inclusion. The district also set aside a portion of their minimum Wednesdays to start some professional development related to these topics.

After surveying the results of the current student survey and staff survey, goals and actions were added to this plan to help increase BIPOC students opportunities in the district, and also provide for staff development in order to assist adults in leading discussions.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

A goal was added to specifically address the diversity, equity, and inclusion among students and staff within the district. This includes a professional development plan focused on diversity, equity and inclusion through the lens of social and emotional learning. It also includes continuing using student surveys to assess the students perspective on diversity, equity, and inclusion. Staff will use these assessments, along with the resources and playbook it has purchased to assist teachers in the classroom, to address these topics with students. In 2020-2021 Red Bluff High School added a diversity chair to student government. Though student government activity was minimal. With Red Bluff High School returning to full in-person instruction and extra-curricular activity in 2021, student government will resume to full activity, including input from the diversity chair. Furthermore, to improve inclusion to our students with disabilities, a metric was added with specific actions to support our students with disabilities regarding access to core content, assistance with filling out the FAFSA, and the creation of a transition matrix. The district is also revising its hiring practices to promote diversity, equity, and inclusion among staff. The district will begin to develop the curriculum for an Ethnic Study course in year one of this LCAP, with the goal of adding it as a required course by year three.

Goals and Actions

Goal

Goal #	Description
1	Preparing our students for post-secondary opportunities

An explanation of why the LEA has developed this goal.

It has been a main goal every year for Red Bluff Joint Union High School District to prepare our students for opportunities to continue their education. The district is aware that this includes 2-year colleges, 4-year universities, as well as tech and trade schools. The metrics indicate that the district can improve it's A-G percentage. This includes increasing the rate of A-G completers among Hispanics. Furthermore, not only is it important to offer a rigorous college preparatory curriculum but to also provide assistance in applying for the FAFSA so students can take advantage of financial aide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students enrolled in AP and Dual Enrolled courses	AP/Dual Enrollment: 2019/2020- 473 Students				AP/Dual Enrollment: 2023/2024- 500 Students
Percent of AP tests with scores of 3 or better	Percent of AP tests with scores of 3 or better: 2019/2020- 88%				Percent of AP tests with scores of 3 or better: 2023/2024- 90%
A-G completion rate	A-G Completion Rate 2019/2020:				A-G Completion Rate 2023/2024:
ACT participation and performance	All Students- 21%				All Students- 30%
CAASPP Results	Hispanic- 16.5%				Hispanic- 30%
Bi-literacy	White- 23%				White- 30%
Percentage of seniors completing the FAFSA					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students attending 2-year and 4-year programs out of High School (National Clearinghouse)	<p>ACT Participation Rate and Performance: 2019/2020- 51%</p> <p>Percent of students scoring above a 21: 2019/2020- 35%</p> <p>CAASPP Results: Percent meeting or exceeding state standard</p> <p>English/Language Arts 2019/2020- No results due to Covid-19 2018/2019- 41.36%</p> <p>Math 2019/2020- No results due to Covid-19 2018/2019- 19.8%</p> <p>Number of students attaining Bi-literacy: 2019/2020- 25</p> <p>Percentage of seniors completing FAFSA:</p>				<p>ACT Participation Rate- 55%</p> <p>Percent of students scoring above a 21 on ACT- 45%</p> <p>CAASPP Results: Percent meeting or exceeding state standard</p> <p>English/Language Arts- 50%</p> <p>Math- 30%</p> <p>Number of students attaining Bi-literacy- 30</p> <p>Percentage of seniors completing the FAFSA</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide professional development to all district counselors.	Contract with Hatching Results to continue professional development to all district counselors.	\$60,000.00	No
2	Provide Dual Enrolled and AP Courses to students.	The district will fund 14 Advanced Placement sections and 5 Dual Enrolled sections.	\$305,000.00	Yes
3	Revise salary schedule to include column for Master's Degree to encourage Dual Enrolled eligible candidates for vacant teaching positions.	Revise salary schedule. [Include increase cost to current staff that is affected by the salary adjustment]	\$59,000.00	Yes
4	Use National Clearing House data to track the post-secondary progress of our students.	National Clearinghouse contract.	\$5,000.00	No
5	Provide assistance to students with disabilities in filling out FAFSA and college application forms.	Portion of Para Educator salary and portion of Education Specialist salary to assist with FAFSA.	\$32,236.00	No
6	Partner with GEAR-UP to provide supplemental college readiness services to students	[In Kind Match w/ GEAR UP]		No
7	Develop a transition matrix for students with disabilities.	Portion of Workability Technician salary to develop matrix.	\$23,500.00	No
8	Develop districtwide assessment plan for	Fund full-time teacher on assignment to be a curriculum and assessment coordinator.	\$147,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
	CAASPP, CAST, ELPAC, Physical Fitness Testand AP testing			
9	Maintain staffing and supports to provide core and supplemental counseling services to students and to implement equity-driven staffing assignmets, course scheduling, and provide credit recovery throughout the school year.	Maintain high quality counseling staff for both Red Bluff High School and Salisbury High School.	\$704,659.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide comprehensive academic intervention to all students.

An explanation of why the LEA has developed this goal.

Data from the Dashboard and local assessment shows a need for a comprehensive response to intervention program for the district. In addition, the COVID-19 pandemic has brought upon learning loss among all grade levels, primarily 9th and 10th grade. The district will need to provide credit recovery options as well as intervention for its students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Four-year adjusted cohort graduation rate	2019/2020 Graduation Rate:				Graduation Rate:
CAASPP Results	All students- 90.1%				All students- 93%
ELPAC Results	Hispanic students- 92.8%				Hispanic students- 93%
Least Restrictive Environment (LRE) for Students with Disabilities	English Learners- 81.8%				English Learners-89%
	Students w/ Disabilities- 73.2%				Students w/ Disabilities-85%
	Economically disadvantaged students- 88%				White students-93%
	White students- 89.9%				CAASPP Results- Percent meeting or exceeding state standard:
					English/Language Arts- 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>CAASPP Results- Percent meeting or exceeding state standard:</p> <p>English/Language Arts 2019/2020- No results due to Covid-19 2018/2019- 41.36%</p> <p>Math 2019/2020- No results due to Covid-19 2018/2019- 19.8%</p> <p>ELPAC Performance Levels 2018/2019- 16.4% Proficient</p> <p>Level 1- 16.4% Level 2- 30.12% Level 3- 37.77% Level 4- 16.4%</p> <p>2019/2020 LRE Results: LRE Regular Class 80% or more- 49.33% LRE Regular Class 40% or less- 28.70%</p>				<p>Math- 30%</p> <p>ELPAC Performance Levels- 25% Proficient</p> <p>2019/2020 LRE Results: LRE Regular Class 80% or more- 55% LRE Regular Class 40% or less- 18%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Summer School and After School Program	The district will provide comprehensive summer school for credit recovery and elective credit to existing and incoming 9th grade students.	\$200,000.00	No
2	Increase staffing at Salisbury High School	Increase teaching staff at Salisbury High School from 4 to 6 FTE. Increase Para Educator by 1 FTE.	\$336,000.00	Yes
4	Utilize district wide universal screening in reading and math and provide targeted intervention.	Train staff on how to proctor the screener. Leadership team to analyze data to make informed decisions on necessary interventions. Teachers to use student level data to monitor progress. Screener will be given three times per year. District will purchase intervention materials and resources to assist in learning recovery.		No
5	Provide extensive opportunities for intervention	Provide credit recovery sections within the school day for credit deficient students. Provide designated instruction sections to English Learner students. Provide 7 sections Spartan Success classes to 9th and 10th grade students. Purchase intervention programs (Lexia, Aleks, Language Live) for reading and math.	\$223,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Increase the diversity, equity, and inclusion of students and staff with a focus on the social and emotional learning for all.

An explanation of why the LEA has developed this goal.

Through the work with its stakeholders, and survey results from students and staff, it was determined that an emphasis be placed providing social emotional learning to our staff and students with a focus on diversity, equity, and inclusion. Again, the effects of the COVID-19 pandemic, requires resources be placed in servicing the mental health of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019/2020 Suspension Rate:				Suspension Rate:
Expulsion Rate	All students- 3.5%				All students- 2.5%
Diversity and Equity Survey Favorability	Hispanic students- 3.5%				Hispanic students- 2.5%
Chronic Absenteeism and Attendance	EL students- 3.0%				EL students- 2.5%
Least Restrictive Environment (LRE) for Students with Disabilities	White students- 3.3%				White students- 2.5%
	Low Socioeconomic students- 4.2%				Low Socioeconomic students- 2.5%
	Students w/ Disabilities- 6.0%				Students w/ Disabilities- 3.0%
	Homeless- 5.8%				Homeless- 3.0%
Increase diversity of staff to represent the demographics of student population	2019/2020 Expulsion Rate:				Expulsion Rate:
	All students- 0.27%				All students- 0.27%
	Hispanic students- 0.34%				Hispanic students- 0.34%
	EL students- 0.00%				EL students- 0.00%
					White students-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of students taking Ethnic Studies course	<p>White students- 0.28%</p> <p>Low Socioeconomic students- 0.38%</p> <p>Students w/ Disabilities- 0.00%</p> <p>Homeless students- 0.96%</p> <p>2018/2019 Average Days Absent:</p> <p>All students- 11.2</p> <p>Hispanic students- 10.4</p> <p>EL students- 10.5</p> <p>White students- 11.3</p> <p>Low Socioeconomic students- 13.1</p> <p>Students w/ Disabilities- 15.2</p> <p>Homeless students- 15.4</p> <p>2019/2020 Diversity and Equity Student Favorability Survey:</p> <p>Diversity and Inclusion- 71%</p> <p>Cultural Awareness and Action- 42%</p> <p>Sense of Belonging- 31%</p>				<p>Low Socioeconomic students- 0.38%</p> <p>Students w/ Disabilities- 0.00%</p> <p>Homeless students- 0.96%</p> <p>Average Days Absent:</p> <p>All students- 8</p> <p>Hispanic students- 8</p> <p>EL students- 8</p> <p>White students- 8</p> <p>Low Socioeconomic students- 8</p> <p>Students w/ Disabilities-10</p> <p>Homeless students-10</p> <p>Diversity and Equity Student Favorability Survey:</p> <p>Diversity and Inclusion- 80%</p> <p>Cultural Awareness and Action- 55%</p> <p>Sense of Belonging- 60%</p> <p>LRE Results:</p> <p>LRE Regular Class 80% or more- 49.33%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019/2020 LRE Results: LRE Regular Class 80% or more- 49.33% LRE Regular Class 40% or less- 28.70% Number of students enrolled in Ethnic Studies course- 0				LRE Regular Class 40% or less- 28.70% Number of students enrolled in Ethnic Studies course- 400

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Professional Development in Diversity, Equity, and Inclusion.	Use minimum Wednesdays for staff development in the areas of Culturally Responsive Instruction, Implicit Bias, Universal Design for Learning, and Social Emotional Learning.		No
2	Utilize Self-Assessment Tool to Identify and Plan for Equity Work	Using a Self-Assessment Tool will help to identify objectives and how to proceed in carrying forth Equity work.		No
3	Purchase and Utilize Student and Staff Surveys in Diversity, Equity and Inclusion and SEL	Purchase and utilize Panorama Survey and Library of SEL resources to help district progress monitor in the areas of Diversity and Inclusion, Cultural Awareness and Action, and Sense of Belonging.		No
4	Focus on student Social Emotional Learning	Provide staff development on SEL, integrate SEL strategies into instruction. Utilize a Social Emotional Universal Screener to develop a district baseline and monitor progress as well as identify students at-risk, continue to build resources in emotional wellness (GRIT) Center, such as counseling and tiered interventions to support mental health.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Build a support system for new students to help with student connection and access to resources.		
5	Multi-Tiered System of Support Development	Continue to work on developing a comprehensive tiered system of supports for social emotional and behavioral well being. Hire an Educational Behavior Coordinator to oversee data collection and progress monitoring, provide professional development and training to staff, and help to facilitate restorative practices on our campuses. Continue to provide a full time mental health therapist and contracted services to meet students' mental health needs. Develop a program to support students who need more intensive emotional, behavioral, and academic services on the main campus to reduce the need for transition to an alternative education setting.	\$189,568.00	Yes
6	Increase co-teaching classes for learning recovery	Provide professional development in Co-Teaching and increase Co-Teaching sections to 11 in core academics, PE, and Art.	\$176,000.00	No
7	Actively recruit diverse staff.	Participate in job fairs of various post-secondary institutions. Revise screening methods to include a score for diversity, equity, and inclusion. Revise interview process to include questions regarding diversity, equity, and inclusion.		No
8	Develop curriculum for Ethnic Studies course	Portion of Social Science teacher's salary to develop curriculum.	\$16,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Provide state of the art facilities for our students and community.

An explanation of why the LEA has developed this goal.

Through local and state bond money, the district has substantially improved the its facilities. The district is currently awaiting money from the state facility program when it becomes available. Once received it will be able to finish the administrative services building, new special education classroom, and stadium track and seating.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Reports	Facility Inspection Reports				Facility Inspection Reports
HVAC Inspections	RBHS				RBHS- Good
Completion of State Funded Projects	2019/2020- Good				Salisbury- Good
	2018/2019- Good				HVAC Inspections
Retention rate among custodial and maintenance staff	2017/2018- Good				Completion of State Funded Projects- Finish Administrative Building, Track, and Stadium Seating
	Salisbury				
	2019/2020- Good				
	2018/2019- Good				
	2017/2018- Good				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Complete annual walkthroughs and use of the Facility Inspection Tool (FIT) to maintain an accurate record of facility needs and condition District wide.	5 days of Director of MO&T's salary for time spent on FITDATE	\$2,800.00	No
2	Set aside specific amount of revenue for reserves deferred maintenance and capital outlay for future projects.	Safety priorities set aside	\$150,000.00	No
3	Provide maintenance and custodial staff support to schools to ensure clean facilities that are in good repair.	Employees salaries to maintain facilities	\$1,434,000.00	No
4	Apply for State Facility Funds when state bond money becomes available.	Portion of superintendent salary for monitoring and applying for funds.	\$9,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Provide a robust CTE program with a focus on providing career opportunities to all our students.

An explanation of why the LEA has developed this goal.

As stated in the introductory, the district has a state recognized CTE program. This LCAP looks to expand on the CTE opportunities for all students, with a focus on Students with Disabilities and English Learners. Also, coming out of the pandemic, the district will support community classrooms for our students to receive job experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Indicator	College and Career Indicator-				College and Career Indicator-
Number of students completing 2-year CTE sequence	2019/2020 All- 45% prepared				All- 55% prepared
Number of students participating in community classroom	American Indian- 31% prepared				American Indian- 40% prepared
	Hispanic- 42% prepared				Hispanic- 55% prepared
	White- 48% prepared				White- 55% prepared
	English Learners- 25% prepared				English Learners- 40% prepared
	Socio-economically Disadvantaged- 39% prepared				Socio-economically Disadvantaged- 50% prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students w/ disabilities- 21% prepared</p> <p>Homeless- 31% prepared</p> <p>Percent of students completing 2-year CTE sequence and graduating</p> <p>2019/2020- 41%</p> <p>Number of students participating in community classroom</p> <p>2019/2020- 0 Due to COVID-19 Pandemic</p>				<p>Students w/ disabilities- 30% prepared</p> <p>Homeless- 45% prepared</p> <p>Percent of students completing 2-year CTE sequence - 55%</p> <p>Number of students participating in community classroom - 40</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Standards-Aligned Courses via an online platform to provide more opportunities for learning for students in alternative ed. settings.	Purchase iCEV online curriculum		No

Action #	Title	Description	Total Funds	Contributing
2	Expand Career Exploration Courses for Students with Disabilities	Provide additional pay for CTE teachers to take an extra class period to teach an intro level career exploration course that allows access for students with cognitive disabilities.	\$12,000.00	No
3	Provide additional support in CTE courses to allow access for English learners and students with learning disabilities	Portion of Para-Educator support to help with translation, extra help to pass safety tests, etc.	\$5,000.00	No
4	Provide comprehensive CTE pathways to all students in order to meet the local graduation requirements.	CTE Teacher salaries	\$1,336,500.00	Yes
5	Provide work exploration courses and work place experience to students with disabilities.	Portion of Educational Specialists and Workability Technician salary.	\$50,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	Empower our staff through professional development to provide the support necessary to improve student outcomes.

An explanation of why the LEA has developed this goal.

This is a new LCAP goal for the district. Listening to stakeholders, and the ever need to offer professional development, the district identified a need to develop a multi-year professional development plan. This plan focuses on social emotional learning with an emphasis on diversity, equity, and inclusion. It involves developing capacity among the teaching staff and building teacher trainers within the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of hours dedicated to professional development.	Number of hours dedicated to professional development 2019/2020- 12				Number of hours dedicated to professional development 2019/2020- 30
Panorama survey results	2019/2020 Diversity and Equity Student Favorability Survey: Diversity and Inclusion- 71% Cultural Awareness and Action- 42% Sense of Belonging- 31%				Diversity and Equity Student Favorability Survey: Diversity and Inclusion- 80% Cultural Awareness and Action- 55% Sense of Belonging- 60%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop a trainer of training program to offer staff leadership and advanced training opportunities. Staff will in turn train their colleagues, provide continued coaching and consultation opportunities to assist in fidelity. Areas of professional development will include evidence - based instructional strategies that promote student engagement, Universal Design for Learning, and Integrated Instructional strategies for English Learners.	Provide training to 10 teachers to become trainer of trainers. Provide stipend to 10 teachers that are leading professional development.	\$50,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.20%	\$3,251,414

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In order to meet the needs of our foster youth, English learners, and low-income students, RBJUHSd has made Equity and Inclusion our primary focus in our LCAP. When we disaggregate our data it is evident that we must continue to work hard to support these populations. Our goal is to ensure that the impact of our intentional actions improve student achievement equitably, and there is no longer any correlation to race, ethnicity, socio-economic status, etc. With these groups in mind, we have focused on what areas in our Multi Tiered System of Support (MTSS) framework need to be improved in order to improve academic, social-emotional, and life outcomes for our students. Additionally, during this past school year, we have surveyed our students in regard to Equity and Inclusion. The data from this survey indicated that many of our student groups do not feel a sense of belonging at school and have expressed a need for more focus on cultural awareness. We made sure to address these student concerns in our actions for our LCAP.

The actions that we have addressed in our LCAP will support our mission to meet diverse students' needs. We will be using academic and social emotional screeners to help us target individual student needs. Data from the screeners will also help drive what systemic supports need improvement. We know that highly engaging, rigorous, and culturally responsive teaching directly impacts student achievement. We plan to provide teacher professional development focusing on these areas. By allowing our educators to become teacher leaders in these areas and sharing this expertise with their peers will help ensure buy in and overall systematic improvements in our instruction. Universal Design for Learning is one of the areas of focus for our professional development. This, along with adding additional sections of co-teaching help support all students, despite their varied learning styles, to access the core curriculum. We also plan to recruit and hire a diverse staff who represents our student population. It is our hope that if students can see a reflection of themselves within our staffing, they will feel a sense of belonging and identity. By developing an Ethnic Studies course we help all students to learn about cultural diversity, inequalities, and social justice. As we implement the actions listed in our goals we will continuously monitor our data to continue on course to improve the outcomes for Foster Youth, English Learners, and Low-Income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In order to meet the needs of our foster youth, English learners, and low-income students, RBJUHSD has made Equity and Inclusion our primary focus in our LCAP. When we disaggregate our data it is evident that we must continue to work hard to support these populations. Our goal is to ensure that the impact of our intentional actions improve student achievement equitably, and there is no longer any correlation to race, ethnicity, socio-economic status, etc. With these groups in mind, we have focused on what areas in our Multi Tiered System of Support (MTSS) framework need to be improved in order to improve academic, social-emotional, and life outcomes for our students. Additionally, during this past school year, we have surveyed our students in regard to Equity and Inclusion. The data from this survey indicated that many of our student groups do not feel a sense of belonging at school and have expressed a need for more focus on cultural awareness. We made sure to address these student concerns in our actions for our LCAP.

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,930,499.00	\$334,500.00		\$267,236.00	\$5,532,235.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$5,157,235.00	\$375,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Provide professional development to all district counselors.		\$60,000.00			\$60,000.00
1	2	English Learners Foster Youth Low Income	Provide Dual Enrolled and AP Courses to students.	\$305,000.00				\$305,000.00
1	3	English Learners Foster Youth Low Income	Revise salary schedule to include column for Master's Degree to encourage Dual Enrolled eligible candidates for vacant teaching positions.	\$59,000.00				\$59,000.00
1	4	All	Use National Clearing House data to track the post-secondary progress of our students.	\$5,000.00				\$5,000.00
1	5	Students with Disabilities 12	Provide assistance to students with disabilities in filling out FAFSA and college application forms.		\$20,000.00		\$12,236.00	\$32,236.00
1	6	All	Partner with GEAR-UP to provide supplemental college readiness services to students					
1	7	Students with Disabilities	Develop a transition matrix for students with disabilities.		\$23,500.00			\$23,500.00
1	8	English Learners Foster Youth Low Income	Develop districtwide assessment plan for CAASPP, CAST, ELPAC, Physical Fitness Testand AP testing	\$147,972.00				\$147,972.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Maintain staffing and supports to provide core and supplemental counseling services to students and to implement equity-driven staffing assignments, course scheduling, and provide credit recovery throughout the school year.	\$704,659.00				\$704,659.00
2	1	All	Provide Summer School and After School Program				\$200,000.00	\$200,000.00
2	2	English Learners Foster Youth Low Income	Increase staffing at Salisbury High School	\$336,000.00				\$336,000.00
2	4	All	Utilize district wide universal screening in reading and math and provide targeted intervention.					
2	5	English Learners Foster Youth Low Income	Provide extensive opportunities for intervention	\$223,000.00				\$223,000.00
3	1	All	Provide Professional Development in Diversity, Equity, and Inclusion.					
3	2	All	Utilize Self-Assessment Tool to Identify and Plan for Equity Work					
3	3	All	Purchase and Utilize Student and Staff Surveys in Diversity, Equity and Inclusion and SEL					
3	4	All	Focus on student Social Emotional Learning		\$5,000.00			\$5,000.00
3	5	English Learners Foster Youth Low Income	Multi-Tiered System of Support Development	\$189,568.00				\$189,568.00
3	6	All	Increase co-teaching classes for learning recovery		\$176,000.00			\$176,000.00
3	7	All	Actively recruit diverse staff.					
3	8	English Learners Foster Youth Low Income	Develop curriculum for Ethnic Studies course	\$16,000.00				\$16,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	Complete annual walkthroughs and use of the Facility Inspection Tool (FIT) to maintain an accurate record of facility needs and condition District wide.	\$2,800.00				\$2,800.00
4	2	All	Set aside specific amount of revenue for reserves deferred maintenance and capital outlay for future projects.	\$150,000.00				\$150,000.00
4	3	All	Provide maintenance and custodial staff support to schools to ensure clean facilities that are in good repair.	\$1,434,000.00				\$1,434,000.00
4	4	All	Apply for State Facility Funds when state bond money becomes available.	\$9,000.00				\$9,000.00
5	1	All	Provide Standards-Aligned Courses via an online platform to provide more opportunities for learning for students in alternative ed. settings.					
5	2	Students with Disabilities	Expand Career Exploration Courses for Students with Disabilities	\$12,000.00				\$12,000.00
5	3	Students with Disabilities English Learners	Provide additional support in CTE courses to allow access for English learners and students with learning disabilities				\$5,000.00	\$5,000.00
5	4	English Learners Foster Youth Low Income	Provide comprehensive CTE pathways to all students in order to meet the local graduation requirements.	\$1,336,500.00				\$1,336,500.00
5	5	Students with Disabilities	Provide work exploration courses and work place experience to students with disabilities.		\$50,000.00			\$50,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$3,317,699.00	\$3,317,699.00
LEA-wide Total:	\$894,227.00	\$894,227.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$2,423,472.00	\$2,423,472.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Provide Dual Enrolled and AP Courses to students.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School 9-12	\$305,000.00	\$305,000.00
1	3	Revise salary schedule to include column for Master's Degree to encourage Dual Enrolled eligible candidates for vacant teaching positions.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School 9-12	\$59,000.00	\$59,000.00
1	8	Develop districtwide assessment plan for CAASPP, CAST, ELPAC, Physical Fitness Test and AP testing	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School	\$147,972.00	\$147,972.00
1	9	Maintain staffing and supports to provide core and supplemental counseling services to students and to implement equity-driven staffing assignments, course scheduling, and provide credit	LEA-wide	English Learners Foster Youth Low Income		\$704,659.00	\$704,659.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		recovery throughout the school year.					
2	2	Increase staffing at Salisbury High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Salisbury High School 10-12	\$336,000.00	\$336,000.00
2	5	Provide extensive opportunities for intervention	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School 9-12	\$223,000.00	\$223,000.00
3	5	Multi-Tiered System of Support Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,568.00	\$189,568.00
3	8	Develop curriculum for Ethnic Studies course	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School 9	\$16,000.00	\$16,000.00
5	3	Provide additional support in CTE courses to allow access for English learners and students with learning disabilities			Specific Schools: Red Bluff		\$5,000.00
5	4	Provide comprehensive CTE pathways to all students in order to meet the local graduation requirements.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Red Bluff High School 9-12	\$1,336,500.00	\$1,336,500.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.